



# **A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO PEER ACCEPTANCE**

**DISSERTATION**

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*BY*

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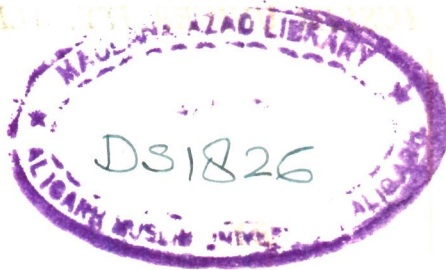
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CERTIFICATE

This is to certify that Miss Tarannum has completed her dissertation entitled "A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO PEER ACCEPTANCE" under my supervision and has submitted it for partial fulfillment of the Degree of Master of Education in the academic session 1989-90.

3.5.1990

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## Chapter I

### INTRODUCTION

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## Chapter I

### INTRODUCTION

#### PART-A

#### Peer Acceptance

"Peers play a vital role in the development of most adolescents. Further, changes in the structure of society in recent decades, decline of the extended family, increasing institutionalisation of age segregation, expanded communication networks among the young, increasingly delayed entrance into adult society, have increased the importance of peers, singly and in groups, as developmental influences in adolescents and youth" (Musseu, P.H. Conger, 1974).

#### 1.1 Process of Socialisation

A child is a social creature. He has an urge to establish an interrelationship with others. The first indication that a baby perceives another, occurs between the age of four and five months when the baby smiles at another baby, or shows attentive interest in the cry of another. Between the age of 6 to 8 months, the child adopts friendly attitudes for the other babies. Between nine and thirteen months, the baby

explores other babies by pulling their hair or clothes, imitates the behaviour and vocalization of others and shows for the first time cooperation and social use of material.

Social reaction towards other children during the second year develops rapidly. From thirteen to eighteen months, the young child smiles and laughs in imitation of another child. During the last half of the second year, the child is definitely interested in play with children. The child cooperates with his playmate, modify his behaviour to adjust to his playmate's activity and engages in games with other children.

From age two to six year the child learns to adopt himself to others and to cooperate in groups, play activities. When his school days begin he is prepared for active group participation. Most of the important types of social behaviour necessary to adjustment to others begin to develop in early childhood.

These years are often called the "pre-gang age" -- the time when the child is normally learning how to make social contacts and get along with people outside the home, specially children of his own age.

## 1.2 Peer Acceptance

After the child enters in the school and comes into contact with other children, family picnics and parties become a bore. At the same time individual games give way to group games, and

solitary play loses its charm. Since group games require a large number of playmates, the older child's circle of friends gradually widens. With change in play interests comes an increasingly strong desire to be with and to be accepted by children outside the home. This is just as true of girls as of boys.

Upon beginning school, the child enters the "gang age" -- an age when social consciousness develops rapidly and when becoming socialised is one of the major developmental tasks. The child learns to cooperate with his agemates. He appreciates them. He wants to love them and he expects the same from them. This bent of child's psychology becomes strongest when he is around eleven years of age. To establish his identity he displays a wider variety of his behavioural qualities. The first strong motivation is his desire to be accepted by his peers. He learns how to treat his friends. He becomes a member of peer group, and this group will gradually replace the family in its influence over his behaviour and attitudes.

The peer acceptance is a basic psychological need of the child that should be gratified in order to develop a sound personality. Peer acceptance is "liking by ones age group and inclusion in its activities, evidence by the fact that the group praises ones accomplishment and listen to ones ideas."

The studies show that the deprivation of affection and detachment from peers result in a personality that is hostile

resentful and full of anxiety. Without proper acceptance a child is bound to be laid towards maladjustment because for a healthy and happy development a reasonable degree of acceptance in child's life is necessary. In case the child does not get proper acceptance at his developing stages he cannot be said to be an emotionally secure child. Thus acceptance is a necessary emotional need of a child which provides the sound development of his personality. The role of parents is of vital importance in this connection. For it is the parents who can provide their child these two necessities -- affection and acceptance.

### 1.3 Peer Group

The peer group is an "aggregation of people of approximately the same age who feel and act together". During the transition from the pre-gang age of early childhood, the child goes from one group to another or from group to individual activities. The 'shifting group stage' bridge the gap between the pre-gang and the gang ages. The informal play group of the early school days consists of only two or three children. It is formed to carry out a specific play activity and is thus transitory. At this time the activity itself, not friendship is the basis for the organisation of the group. Within the group, leadership shifts from one child to another, depending on which child takes the initiative in a specific activity. There

are many brief quarrels, but these have no permanent effect on the make up of the group.

Peer group is a spontaneous local group having no authorization from outside and no socially approved aim. Although adults may know that it is being organised, it is framed by the children themselves without support from parents, teachers or youth leaders. It is an effort on the part of children to create a society adequate to meet their needs. As it is substitute for what adult society fails to give, it offers relief from adult supervision though it may not be hostile to the adults in authority. Peer group does not need adult consent, nor is it subjected to outside control. The group is not necessarily the product of a subnormal environment. It often develops where environment is good.

In peer group there is more definite pattern in the group make up than in the informal groupings of younger children. Group members are selected because they are able to do things the other enjoy doing, not because they live with each other or because they can do what one two members want to do at the moment. The group exists independently of activities and then selects the various activities it will engage in.

To increase the feeling of group belongingness among members, groups use (1) group names, many of which are taken from the neighbourhood from a popular book, movie or comic, (2) secret signals, pass words, communication codes or secret

language, and (3) initiation ceremonies in which the skill or physical endurance of a child is tested before he is admitted to membership. Boys more often than girls, use one or more of these devices to create loyalty within the group and to make each member feel that he is important because he is accepted.

The activities of peer group vary with the community. They include play of all types such as sports, card games and going to the movies or theater, mechanical and constructive activities, social activities such as hikes, picnics, parties and dramatic production, reading annoying other people specially members of other groups, members of the opposite sex.

Group activities often border on rowdyism. Boys are apt to be noisy, happy-go-lucky, careless and trick playing. In many groups, the activities are characterised by a mob-spirit which leads individual members of the group to do things they would never do alone. Each member feels obligated because of the loyalty to the group, to do what the group does even though he knows it to be wrong. The excitement and reassurance that comes from doing what others do tend to break down even the most rigidly established codes of behaviour. Members of a gang often try to test barriers imposed by adults.

Girls' group by contrast, far less often engage in socially unacceptable behaviour. They spend much of their time talking

about their parents, siblings, teachers and other class mates specially members of rival gangs, in making things to sell to raise money for charity, in putting on plays after making the costumes and scenery, in going to the movies together or watching television, in playing card games, in cooking food and eating and in going out for picnics.

Girls' groups are usually smaller than boys. They are much more closely organised and are surrounded with more secrecy. Their leaders are more autocratic and they are less likely to welcome new members than boys' groups are. To non-group members, girls sometimes are very unsocial in their behaviour; they may even refuse to speak to girls in their classes who do not belong to their group.

Boys are more likely than girls to include in their gangs children of slightly different ages, thus making a hierarchic social system possible leaders are chosen from the older stronger, more ambitious or more adventuresome boys. They exert a marked control as well as marked influence over the other members. The leaders of girls group are generally more attractive appearance than the other group members.

It is not necessary that an adolescent may always remain in one peer group for his requirements. His nature and his aptitude may have many dimension which cannot be found according to his expectation in one single group. Therefore, he has

to have more than one peer group. Thus, for example for ones studies one may find one set of class agemates suitable. This will be his one peer group. In sports one may find another set this will be second peer group in the school. When the child is not in the school he will have to remain with the children who are usually his neighbours and thus he has third peer group.

#### 1.4 Factors Related to Acceptance

Children with high social acceptance among peers tend to exhibit desirable and positive personality traits whereas those of low social acceptance tend to lack such characteristics. Those with high social acceptance also tend to participate actively and cooperate socially whereas those who have low social acceptance do not. Children who are not accepted by their peers tend to display such undesirable characteristics as showing off, attention seeking nervousness, emotional instability and restlessness. They also show less favourable teacher ratings, more resentment towards group control and lack of self control as shown by having temper tantrums.

### PART-B

#### Achievement

#### 1.5 Definition of Achievement

The word achievement generally applied to the field of education referring to the academic status of the child either



as a whole or in different school subjects.

### 1.6 Types of Achievement Tests

An achievement test is designed to measure "how well a person has been trained in a particular skill or area of knowledge". This type of test focuses primarily on past attainment in school work rather than on prediction of future success, as an aptitude test does.

It is deemed best that teachers know how to select a test rather than memorize a list of tests on the contents of the test batteries.

Some idea of the number of different achievement examination in use with pupils of school ages has been offered by Greene who lists 92 standardised tests in reading, 35 in arithmetic, 17 in language, 12 in natural science, 11 in social science, 9 in health and 3 in spelling. He also lists 63 batteries of achievement test available for pupils at various school levels. (A battery is a series or collection of tests that cover more than one subject, such as reading, arithmetic, social science and language. Some of the individual subject matter tests described by Greene are also portions of the batteries he mentions).

Although it is not feasible to describe these tests, a better general understanding of their contents may result from a

brief statement about a few typical varieties.

Reading tests - Both and silent reading tests have been produced for use with school children.

The oral test is usually composed of paragraphs of increasing difficulty which the child is to read the teacher. Obviously it is not a group testing situation. The teacher notes the mistakes made by the pupil and can compare his score with those of a standardisation sample. This type of test has the advantage, especially with younger pupils, of informing the teacher of the amount of skipping, guessing and mis-calling of words a child is doing. It also helps the teacher diagnose the types of words or punctuation that are causing difficulty.

Arithmetic tests - Like reading tests, arithmetic tests can be either a general or a diagnostic nature.

General arithmetic tests are often called problem solving or arithmetical reasoning test. They are composed of many practical uses of arithmetic in everyday life, business, architecture and surveying. They yield scores that tell how accurately a person thinks about quantities and relationships in common situations.

The general arithmetic test, however, does not diagnose the strong and weak areas of a pupil's quantitative thinking.

It does not reveal whether a pupil's difficulties may lie in (1) his ability to compute from rules and rote memory, (2) his abstract reasoning ability, or (3) his ability to handle geometric relationship.

A student may be capable in one of these areas and not in another. Consequently, diagnostic arithmetic test have been developed to yield scores that separate one of these factors from another.

Social Science Tests - Nearly all of the standard tests in this area treat, history civics, geography, economics, which make up the principal high-school social studies. Some state departments of education have produced geography tests to be used with students in the state. Other tests are produced by test bureaus.

Standardised tests in social science commonly are composed of multiple-choice item testing facts and, in the case of geography, items that require location of places on maps.

Science Tests - Standardised science examinations are usually designed for upper classes. The tests for scientific facts and principles and also for conclusions that can logically be drawn from given data (that is scientific method). Multiple choice, completion, and true false are the most common types of items.

Language Tests - Capitalisation, punctuation, sentence structure, grammar spelling, and sometimes handwritings are included on language tests. A number of different types of items are usually included, such as a story with errors to be corrected by the student, sentence which the student is to judge as being in either correct or incorrect English, and sentences in which the student is to identify the grammatical form of an underlined word.

Achievement Batteries - The most common type of achievement battery is composed of individual section covering such areas as reading, arithmetic, language, social science, health and science. These areas are usually broken down into future divisions which make the tests more diagnostic in character.

For example, one popular battery includes the following tests: reading, vocabulary, literature, numbers, arithmetic fundamentals, arithmetic problems, spelling, language usage, English, history, geography and science. For the primary children the battery also has tests on word pictures, word recognition and word meaning

#### 1.7 The Judging of Students' Academic Achievement Through Various Systems of Promotion

(1) Annual Promotion - In India, the students are promoted to the next higher class on the basis of one annual examination only. If a student fails in one subject, he is detained in the

same class and is required to repeat the whole course of studies for another year. This way of promotion is assailed from all quarters of the mass failures in public examination is mainly due to this system. But still the system has a number of advantages.

#### Advantages of Annual Promotion

- (a) It is easier to administer and economical in cost, particularly in small schools.
- (b) The teacher can understand the pupils better because he remains with them for full one year. He can accordingly adjust his method of teaching.
- (c) The system fits in with the plan followed by colleges and other institutes of higher learning. The school leavers have not to waste their time in seeking admission in other institution.

(2) Half-yearly Promotion - With a view to remove neumerous drawbacks of the system of annual promotions, semi-annual or half yearly promotion have been introduced in many schools of western countries also.

(3) Quarterly Promotion - Instead of giving promotion after every half-year, a system of quarterly promotion was first introduced by Mr. Harris at St.Lois. According to this plan, the school year is divided into four quarters of ten weeks each. The work or curriculum to be covered in each quarter is fixed in advance. The pupils who finish the work of a quarter satisfactorily, are given promotion while others who fail, are

given a chance to complete the work of two quarters in one quarter if they can and appear in two examinations after the end of second quarter.

This plan has more advantages than the system of half-yearly promotion.

(4) Combined Annual and Terminal Promotion - According to this plan, the school year is divided into two terms and the course of study in each class is divided in the ratio of 2:1, i.e., two parts of the course are to be covered in the first term and remaining one part in the second term. Sometimes the ratio fixed is 5:2. The work for the second term is generally very light and major portion of the work is covered in the first term.

Under the scheme the average and weak students get usual annual promotions while the bright students, who show satisfactory performance, are promoted to the next class at the end of the first term. It is a good plan where bright as well as average students work at their own pace and remain satisfied.

(5) Promotion by Subjects - This is another plan to look to the academic achievement of pupils in different subjects and give promotions according to the progress shown by them. For example, if a student is well up in English, but weak in Mathematics

and science, he is promoted to next higher class for the subjects of English but remains in the old class in other subjects. At one time a student can study English for class IX, Hindi for class VIII and Mathematics for class VII. Under the plan, the time table has to be so arranged that the entire school studies the same subject at one time.

The plan is not popular in our country simply because it suffers from a few defects. It is not possible to maintain a coordination among the subjects with a view to form an integrated and unified whole. Also it is not considered appropriate to encourage specialisation in certain subjects in the case of young pupils.

(6) Trial Promotion - This is a plan which many schools follow in our country. According to it, students who are weak and liable to fail in the annual school examination, are promoted on the condition that if they do not make up their deficiency and do not show satisfactory progress in the next term, will be demoted back to the lower class.

### PART-C

#### Academic Achievement and Acceptance

##### 1.8 Some Salient Features of High Achievers

Most of the high achievers come from urban homes where the father is generally educated. In some cases, they also have educated mothers. Generally a happy and pleasant childhood is recalled by more of the high achievers. General satisfaction in school, good relationship and high academic records are the common features of this group.

Family figures - An attitude of respect and warm admiration frequently characterises the perception of their father. The father is seen as helpful considerate and understanding. He generally entertains a positive attitude towards education and encourages or helps directly in it. The mother is more often perceived as loving, devoted and kind. She is also seen as helpful in a general kind of way. Moreover, both parents seem to repose considerable confidence and trust in these subjects. They usually entertain high aspirations and hopes from them, while expressing general satisfaction over their achievement and activities.

Relations with peers - Conflicting pattern of relationship is frequently asserted. Along with regard and admiration



for the senior fellows there is some indication of self assertiveness. An urge to rival and excel the achievement of peers is often noticeable.

In general intelligence, most of the high achievers are classified as 'superior'. In the thinking they seem to place greater reliance on themselves rather than imitate or depend on others. Greater self reliance is expressed in solving their problems, devising plans and solutions. They manifest a marked degree of interest in the theoretical and abstract. Many of them have keen interest like literature and other reading hobbies.

Emotional variables - Most of the high achievers display a satisfactory general adjustment. They have better home adjustment, emotional adjustment and health adjustment than the low achievers. However, in their social relationship they are often somewhat withdrawn. In their general adjustment, they manifest a diffuse urge for the satisfaction of primary needs of acceptance and belongingness.

With respect to their anxiety the high achievers in general tend to display a normal range of manifest anxiety. The major area of worry is related to studies. Such an anxiety and tension related to the present task of keeping up a high achievement level in the examination is the concern of most of the subjects. However, this anxiety seems to act as an

instigator to better performance rather than an overwhelming influence disrupting effective functioning.

#### Some Salient Features of Low Achievers

Quite frequently the low achievers hail from rural homes where the father often has little education. Mother's education is not so common either.

A happy and uneventful childhood is recollected by them. Many of them assert an affectionate and loving atmosphere at home during childhood. During early schooling mischievous behaviour and quarrels with classmates are frequently reported. Pressure either by teachers or from parents is mentioned for early schooling.

Family figures - A distant and ambivalent pattern of relationship with the father is more frequently observed. The father is conceptualised by many as over-bearing, dominating and fearful. Closeness with the father is not commonly experienced.

The mother is seen as very loving, protective and nurturant. During childhood she appears to bear considerable closeness. Protective behaviour is also assigned to her if the father became too angry or punitive.

Relation with peers - With peers a very cooperative and harmonious adjustment is asserted. Minimal conflicts and

quarrels, along with a helpful and affectionate attitude towards each other seems to be the general inter-relationship pattern.

Emotional variables - Most of the low achievers in their general adjustment grade as satisfactory. However, it is not infrequent that difficulties in home adjustment, emotional adjustment and health adjustment are encountered. Family trouble, tension due to pressure of responsibilities are frequent are persistent worries.

The sources of specific anxieties and tension are varied feature insecurity related to career or job, and anxiety associated with the present task of studies occur with considerable frequency.

Anxiety related to feeling of inadequacy and inability to cope with problems are disturbing combined with the present pressure to succeed in examinations and consequent worry to settle on job, anxiety tend to overwhelm the subjects, frequently forcing them either escape in fantasy or to repress such tensions and withdraw to other field of activity.

## Chapter II

### PURPOSE OF STUDY AND REVIEW OF RELATED RESEARCHES

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## Chapter II

### PURPOSE OF STUDY AND REVIEW OF RELATED RESEARCHES

#### PART-A

##### Purpose of Study

The purpose of adopting the concerned research is mainly to find out the effect of peer acceptance upon the academic achievement.

#### 2.1 Importance of peer relations

Peer relations perform many of the same functions in adolescence as in childhood. They provide an opportunity to learn how to interact with age mates, to control social behaviour, to develop age relevant skills and interests and to share similar problems and feelings. However, for a variety of reason, peers play a more important role in adolescence than in childhood. For one thing, relation with peers in this period come closer to serving as prototypes. For later adult relationships in social relation, in work and in interactions with members of the opposite sex.

Another reason that dependence on peers assumes a special importance during adolescence is that ties with parents have become progressively loose as greater independence from them is achieved. Furthermore relationships with family members are frequently so charged with conflicting emotions during the adolescents period -- dependent yearnings existing along side independent strivings hostility mixed with love, and conflicts over cultural values and social behaviours -- that many areas of adolescent's inner life and outward behaviour become difficult to share with parents.

Also many parents do not desire, or in most cases, are unable to revive the intense, shifting and sometimes painful feelings of adolescence. Many parents have difficulty in understanding and sharing the problems of adolescents even though they make an effort to do so and are truly interested in the welfare of their children. Sometimes serious problems in parent-child relationship exist. Parental warmth and understanding may be lacking or there may be parental hostility, indifference neglect or exploitation. In such circumstances interest and competent peers may sometimes help to provide not only an escape (in terms of psychological and physical separation) but a source of understanding and support and alternative set of models for achieving mutually rewarding interpersonal interactions.

## 2.2 Functions of peer group

One of the greatest contribution of peer group is to provide a vast amount of learning. Although this group has neither the traditional authority of the family, nor the legal authority of the schools for teaching information and values. It manages to convey a substantial body of material to its members.

The chief voluntary occupation of this group is to provide learning through play. Peer group conveys to its members a large body of information and values. It provides a wide opportunity for the learning and playing of social roles.

Another form of learning to be discerned in the society of peers, is that of growing more closely attend to the reality about one self. Parents may become so emotionally involved with the child that they cannot evaluate him in anything but the most favourable light, or they may be so caught up in their problems that they cannot evaluate him at all, or can evaluate only negatively. Teachers seem to be moving away from comparing children with other children, but the one group that can be related on to evaluate and to compare is the society of peers.

Peer group makes available to the child a reality check from which he can judge his own behaviour more accurately. Peers are harsh but relatively unbiased judges. Any undesirable trait is quickly spotted by them and they are quite frank to

deride it, thus heightening the possibility for change. The accuracy of their assessment has been indicated by a study of Roff (1961) showing that among adults who were considered behaviour problems in their childhood, one of the best omens of adult adjustment was acceptance by peers. If a child is judged to be a problem child by adults, but is accepted by his peers, his chance of making a normal adjustments are good. But if the peer group also considers him a problem, his chance fall in a steep manner.

One of the most valuable things a child learns from being a member of the group, is how to evaluate himself realistically. In the home, where personal bias, stemming from parental affection, is strong, the child learns to think of himself as his parents think of him as a 'superior' person. In the group this personal bias does not exist. He is viewed realistically by members of the peer group and judged by what he says and does. As a child discovers from the daily contacts with group members what other people think of him. He begins to re-evaluate the concept of himself and to revise it to fit with reality. If his contemporaries are like him, he thinks favourably of himself and becomes a self acceptance person.

The socialising influence of the group makes the group member a better adjusted person. A child who has never belonged to a group is deprived of many learning experiences. As a result his behaviour often falls short of social expectations.



He is likely to develop a distorted, unrealistic concept of himself. If he does not belong to a group, because no group will accept him, he thinks of himself as an inferior and unworthy person. Should his lack of membership be due to geographic isolation, he is likely to develop feelings of martyrdom and to envy those who are privileged to enjoy what he craves but has been denied through no fault of his own.

Peer group also contributes in normalising influence. Adults differ from one another but the fact is that they differ so little. Although in childhood they are educated in different ways in their homes but during the adolescence this difference is not as much as expected. All the members of peer group behave in the same way in school as well as outside from their homes. A child supports to another child and in return receive a psychological support.

Peer group provides a heaven, at least for a time, from the unrealistic and uncertain demands of the family. The child escapes temporarily into a world of agemates where he undergoes basically the same experiences as all other children of his age. He becomes the member of a group for better or worse -- depending on what home life was like before initiation.

To provide identification to the child is another important task of the peer group. Generally parents did not allow the child to identify himself. Such child when he got older, try to establish his identity through his agemates. Research

conducted by Lesser and Abelson (1959) provided experimental support for this notion that a child who has not identified closely with parents will be more likely to identify strongly with peers. A child cannot develop a sound personality if he lacks acceptance from the peers. This acceptance is manifested by the love, liking, appreciation and recognition of the behaviour activities, physical as well as mental within the peer group.

Havighurst (1953) has stated that the peer group can help the child in four ways: (a) in getting along with his agemates and knowing how to behave in a way that is socially acceptable to his peers, (b) in developing a rational conscience and a scale of values to replace the moral values of his parents which he accepted as an authoritarian conscience, (c) in learning appropriate social attitudes, such as how to like people and how to enjoy social life and group activities, and (d) in achieving personal independence by gaining emotional satisfaction from friendship with peers.

For the most part, peer group favours the development of good qualities. It teaches the child to be democratic, to fit his desires and action into those of the group, to cooperate with the group, to develop skills which will enable him to do what his peers do, and to eliminate selfishness and individualism. At the same time it develops self control, fairplay, courage, justice forbearance, loyalty, fidelity,

devotion to a cause, loyalty to a leader, insight into the nature of the social process and sensitiveness to the motives and feelings of others. In his competition for status, the child tries to improve himself and to change his egocentric interests into group interests. As Brown has said, 'such learning matures children'.

In time, a child who has been rejected by a group, is likely to have a generalised negative attitudes towards all social activities. If he cannot be accepted by a group, he wants to join he often feels that he does not want to belong to any group, or if he withdrew from group life because he did not enjoy it, he has little motivation to try it again. Consequently, he is often at a loss to know how to spend his leisure time and frequently resorts to reading, television watching, or day dreaming -- all of which fit his needs because they give him enjoyment and, at the same time, can be carried out without playmates. They do not however provide the opportunities for socialisation that contacts with people do. As a result the child is likely to develop into an unsocial or antisocial adult.

### 2.3 Academic Achievement

Academic achievement is of peramount importance, particularly in the present cultural context. Obviously, in the school great emphasis is placed on achievement right from the

beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance of the students rather than their aspiration or quality. Thus, the school tends to emphasise achievement which facilitates, among other things, the process of role allocation for the social system.

The child with his peers, at school is trained to accept the hierarchy based on achievement. This helps him to be released from the family status in certain ways. His personal status is inevitably a direct function of the position he achieves, mainly in the formal class room setting. Acceptance of the system of hierarchy in terms of achievement helps also to integrate the school system in so far there obtains a congruence between the values of a family and those of society.

#### 2.4 Motivational Factors for Academic Achievement

Motivational factors are regarded as important determinants of individual's performance in different spheres. The drive and the urge which the individual brings to bear on his work are vital to his success and failures in educational achievement.

The high achievers are generally highly motivated. They have a higher persistence and frequently express high aspirations and need for achievement. High motivation is also frequently reflected in high ambitions and aspirations for a career. Administrative services, engineering, higher research

frequently appear to be their goal. Desire for status and recognition from other is fairly common with the groups of high achievers. Urge to gain acceptance by others through adult accomplishment and outstanding academic achievement frequently directs and channelizes the strivings of this group.

## PART-B

### 2.5 Objectives

The present study was carried out with a view to study the relationship between peer acceptance and academic achievement with respect to sex, different subjects, such as Science, Social Science, Humanities, and over all achievement.

Following are the objectives of the study:

- (a) To find out the peer acceptance of the students.
- (b) To find out the academic achievement of the students.
- (c) To find out the relationship between academic achievement and peer acceptance.

### 2.6 Hypotheses

Hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables.

When the problem has been identified, certain answers or

solutions in the form of hypothesis, educated guess or speculation may be based upon past experience, informal observation or information gained from others. This approach clearly establishes the nature of the problem and the logic understanding of the investigation.

The hypothesis of the present study are in the form of null hypothesis.

Following are the hypotheses of the study:

- (1) There is no significant relation between peer acceptance and academic achievement in Humanities in general.
- (2) There is no significant relation between peer acceptance and academic achievement in Science in general.
- (3) There is no significant relationship between peer acceptance and academic achievement in Social Science in general.
- (4) There is no significant relationship between peer acceptance and academic achievement in over all learning in general.
- (5) There is no significant relationship between peer acceptance and academic achievement in Humanities with respect to girls.
- (6) There is no significant relationship between peer acceptance and academic achievement in Science with respect to girls.
- (7) There is no significant relationship between peer acceptance and academic achievement in Social Science with respect to girls.

- (8) There is no significant relationship between peer acceptance and academic achievement in over all learning with respect to girls.
- (9) There is no significant relationship between peer acceptance and academic achievement in Humanities with respect to boys.
- (10) There is no significant relationship between the peer acceptance and academic achievement in Science with respect to boys.
- (11) There is no significant relationship between peer acceptance and academic achievement in Social Science with respect to boys.
- (12) There is no significant relationship between peer acceptance and academic achievement in overall learning with respect to boys.
- (13) There is no significance of difference between peer acceptance of high achievers and low achievers in Humanities with respect to general.
- (14) There is no significance of difference between peer acceptance of high achievers and low achievers in Science with respect to general.
- (15) There is no significance of difference between peer acceptance of high achievers and low achievers in Social Sciences with respect to general.
- (16) There is no significance of difference between peer acceptance and high achievers and low achievers in totality with respect to general.

### PART-C

#### 2.7 REVIEW OF RELATED LITERATURE

As far as related studies are concerned, most of them were undertaken to find out relationship of achievement to various factors like sex, intelligence, physical health, socio-economic status, leisure time activities and so on.

Robert E. Harriott (1963) studied peer group relationship and educational aspirations. The result of his study was that the higher the level of aspirations perceived from significant others the higher will be the level of achievement of adolescents. Thus if the adolescent believes that his close friends expect him to have high education aspiration, he will most likely have such aspirations.

Cole and Hall (1960). They have prepared a list of traits, in which one of the important factors for preference and popularity or acceptance among the peers is that the subject gets good marks. Their list of traits is based on the various findings of various researches in the field of sociometry.

Gandhi, P. (1982) studied the academic achievement in relation to achievement motive, affiliation motive and power motives. He tried to find out relationship among these three motives and academic achievement of higher school students.



George, E.I. (1966) made the comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala State. The study was intended to compare pupils who had not studied in earlier classes, pupils who were in 10 year stream and pupils in 11 year stream and pupils in 12 year stream on adjustment and achievement.

Ghuman, M.S. (1976) studied the aptitudes, personality and achievement motivation of academic over-achievers and under-achievers. The objectives of study were to investigate personality traits and achievement motivation of over achieving and under achieving students with regard to sex, academic stream and residential background.

Goswami, P.K. (1978) made the study of self concept of the adolescents and its relationship with scholastic achievement and adjustment. He found the positive relationship with self-concept and achievement. Adolescents of good concepts were likely to achieve more than those with poor self concept.

Hussain, M.Q. (1977) made the study of academic achievement in relation to level of aspiration and anxiety. The result of his study was that high anxiety had adverse effect on academic performance. Low anxiety also showed unrealistic and defensive attitudes resulting in low achievement.

Khanna, M. (1980) studied the relationship between students of

socio-economic background and their academic achievement at junior school level. He tried to find out the extent to which social structure, social process, social control, social change and community as a whole including the child's family education assist or hinder the academic achievement of the children.

Makija, G.R. (1973) made the study of the interaction among values, interests and intelligence and its impact on scholastic achievement. He found that intelligence had a significantly positive influence on scholastic achievement. Adolescent boys motivated by affection, friendship and love of people used their intelligence in household activities.

Hirunval (1980) made the study of pupils' concept, academic motivation, classroom climate and academic performance. The objectives of the investigation were to measure the levels of academic motivation, self concept, classroom climate and academic performance of pupils. He made the study to find out the relationship between academic motivation, self concept, classroom climate and academic performance.

Homchaudhuri (1980) made an analytical study of correlates of academic performance of college students of Mizoram. The investigation aimed at surveying the levels of self concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance.

Jain, S.S. (1981) studied the impact of reading on the achievement of pupils of class VII in different school subjects. The major objectives of the investigation were to construct and standardize a silent reading comprehension test for the pupils of class VII for using it as a tool for the present study and to provide schools with a valid and reliable tool to measure silent reading comprehension in Gujarati and the secondary school entrance stage.

Menon, S.K. (1972) made a comparative study of personality characteristics of over achievers and under achievers of high ability. The study intended to find out the relationship between under achievement and certain personality characteristics such as social activity, extroversion-introversion, tolerance, maladjustment and masculinity-femininity, certain motivational traits like academic interest, general ambition, persistence and endurance.

Mishra, S.P. (1978) made a comparative study of high and low achievers in Science, Commerce and Arts on creativity, intelligence and anxiety. The study aimed at investigating the relationship of creativity, intelligence, and general anxiety separately among the high and low achieving studies in Science, Commerce and Arts.

Ojha, K.P. (1979) studied the correlation between socio-economic status and achievement of high school boys. The main

objectives of the investigation were to identify the nature of relationship between socio-economic status and academic achievement of students and to study the functional relationship of academic achievement with parental education, parental occupation and parental income.

Prasad, B. (1977). The study aimed at assessing the impact of social reinforcement on academic achievement. The major findings of the study were that the experimental group scored significantly higher than the control group. The average marks obtained by the subjects of the two groups on the eight weekly test and in the post-test showed progressive improvement in week to week performance of the experimental group.

Pyari, S. (1980) studied the feelings of security, family attachment and values of adolescents girls in relation to their educational achievement.

Rani, B. (1980) made the study of self concept and other non-cognitive factors affecting the academic achievement of the scheduled caste students in institutions for higher technical education.

Reddi, I.V.R. (1978) studied the academic achievement in relation to scholastic achievement of secondary school pupils. The result of his study was that the academic adjustment was

independent of socio-economic status; scholastic performance and consistency in vocational performance were unrelated.

Salukne, R.B. (1979) made a study of the home environment, socio-economic status and economic management in relation to the academic achievement of the first year college students of M.S. University, Baroda.

Satyanandam, B.D. (1969) made a study of socio-economic status and academic achievements. The study aimed to find out whether there was significant difference in the academic achievement of children belonging to various economic and educational background, whether low economic background caused any set-back in the learning process of the subject, etc.

## Chapter III

### METHOD AND PROCEDURE OF STUDY

#### PART-A

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## Chapter III

### METHOD AND PROCEDURE OF STUDY

#### PART - A

##### 3.1 Problem specified

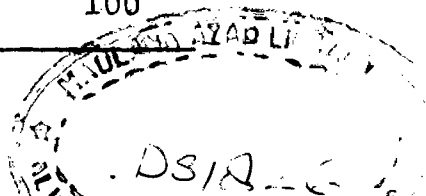
The study questions whether peer acceptance is related to academic achievement, so researcher is required to measure peer acceptance as well as academic achievement. As discussed earlier the sample of the study has been justifiably chosen as adolescents who comprise a complex mass of divergent people.

##### 3.2 Sample

The sample consists of boys and girls between the age group of 13 to 16 years, from two schools maintained by Aligarh Muslim University, Aligarh, namely, City High School and Abdullah Girls' High School. All the students belong to class IX.

TABLE-I: The sample with respect to score

Boys	Girls	Total
50	50	100



### 3.3 Using the Tool

Human behaviour is a complex phenomenon. It is completely different from mechanical movements, difficult to quantify the results of any test relating to personality as a whole or any one of its traits. However, attempts have been made to understand human behaviour and define its characteristics in numerical scores on the basis of scientific studies, though we can be only nearly accurate in our predictions and in our findings. There are several tests which are helpful in determining the personality traits and their inter-relationship with satisfying standards. But the most important thing before taking up a test or a method, one has to be very careful in choosing the test. Three important conditions are to be taken into account:

- (1) Reliability of the measuring tool,
- (2) Validity of the measuring tool, and
- (3) Its practicability

### 3.4 The Measure of Peer Acceptance

#### (1) Types of tests used in measuring peer acceptance

A number of techniques may be employed for studying the relationship between peer acceptance and academic achievement. Some of the important techniques are as follows:

- (a) 'Guess who' technique developed by Hart Shorne and May.
- (b) The 'Friendship record' technique developed by Dimock
- (c) Inventory technique



- (d) Sociometric technique as developed by Moreno and Jennings.

(2) Sociometric technique used in the study

In this study the sociometric technique has been used. This technique is by so far the best, moreover, this technique is very simple in administration which consists of choices given by each person for those persons in the group with whom he would like to be placed for a series of activities.

Jenning is of the opinion that the sociometric test discloses the feelings which individuals have for another in the peer group to which they belong.

It is often described as a test of friendship constellation. Cunningham mentions some of the frequently used sociometric techniques as under:

- (a) Having the children write down the names or point to the photographs of one or two or more children whom they prefer.
- (b) Giving each child a test of the name of every member of his group and asking him to rate each child on scale.
- (c) Giving each child a list on which the child is paired with each of the other and asking him in connection with each such pairing to name which of the two he prefers.
- (d) Asking the child to rank each child in his group in order of preference placing the most preferred first the next preferred second and so on.

For the study of the present sample, the questionnaire

which is based on sociometric technique was developed in the Department of Education of Aligarh Muslim University, Aligarh, by Professor (Mrs.) Ghazala A. Ansari.

This questionnaire asks the children to write the names of the children with whom they prefer to be associated in a given situation. Five different situations have been given to know the preferences of children for their companions. Three names of the companions were to be filled in order of preference amongst the classmates of their sections.

(3) Instructions given

The following instructions were printed at the top of the test:

"The purpose of the Questionnaire is to recollect some material for research on group formation among boys and girls. Your answer will remain strictly confidential and will be used only for the purpose of research.

You are requested to give your choices of companions for the following work and recreational situations. Mention three names for each student in order of preference. The choice should be from your present class or section. If you like you can choose the same person for more than one situation. Give your own choices. Do not discuss them with your friends. Think before you decide your choices".

(4) Description of the test

The instructions were also given orally in simple Hindustani. If there was any difficulty or question from the children, the investigator explained them immediately. The instructions were as follows:

"Here is a little work for you. This is a questionnaire, a very short one. There are simple questions in it and be sure that your answer will never be disclosed. They should be treated as strictly confidential things. They will be used only for the purpose of research. Before filling the answer you understand the given situation. Here are five situations. I am explaining them to you so that you may understand them well and then fill up your answers. Here is the first situation in which you are requested to give your choices of companions with whom you would like to study and prepare your lessons and examinations. You have to give three choices in order of preference.

Now the next situation. Here again you have to give three choices of companions with whom you would like to organise the annual school function. You have to give three choices of companions with whom you would like to go for a picnic. You are requested to give your choices always in order of preference. Now the fourth situation. Suppose you live in a hostel and you are asked to give your choices of companions with whom you would like to share a room. Here again you would give three choices of companions in order of preference.

Now the last situation. A beautiful one, you are requested to give three names of your companions in order of preference again with whom you would like to go to cinema.

You are also free to repeat one name more than one situation. For example, you would like to place Mr. X in the first situation and third situation. You are free to do so. But all your companions should be from your present section. You should also keep in mind that you have to give your own choices. You should not discuss them with your friends. Before deciding your own choice you should be confident. So, please, think well before you decide your choice.

The investigator than practically demonstrated how the sociometric questionnaire should be filled so that there remained no confusion in the minds of children about the method and procedures.

The five situations were as follows:

#### Situation No. 1

In this situation children have been requested to give their choices of companions with whom they would like to study and prepare their lessons and examination.

#### Situation No. 2

In this second situation, they are asked to give three choices of companions with whom they would like to organise the annual school function in order of preference.

### Situation No. 3

In this situation three choices of companions are wanted with whom children would like to go for a picnic.

### Situation No. 4

In this fourth situation, children have been asked to give three choices of companions again with whom they would like to share a room if they lived in a hostel.

### Situation No. 5

In situation number 5 children have been requested to give three names of companions in order of preference with whom they would like to go to the cinema.

## (5) Reliability and Validity of the Test

The reliability and validity of the test depends, as Jennings says, upon the children who are filling the questionnaire. How far the child is filling the questionnaire honestly and frankly with understanding. More honesty and frankness results in more reliable and valid response. MacMillar has also mentioned that the primary condition of validity is that the choices be honestly and sincerely made. The other researchers that substantiate the present hypotheses are that of Thomson, O.E., Kaleem, G.A., Khan, S.A., and Rehman, Z.

PART-B

3.5 Scoring

(1) Achievement - The achievement scores of the students in the half-yearly examination of the ninth class in the relevant schools namely Abdullah Girls' High School and A.M.U. City High School, has been recorded from their respective offices.

(2) Peer Acceptance - The scoring observed in the socio-metric scale, which rests upon evaluating peer acceptance, was simple. It required a mere summation of a particular subject's name in the corresponding questions asked in the scale.

Thus, if the name of a subject was mentioned 30 times, by various students, irrespective of its spread over the different questions in the scale, he would gain a score of 30.

## Chapter IV

### DATA PRESENTATION AND ITS ANALYSIS

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## Chapter IV

### DATA PRESENTATION AND ITS ANALYSIS

4.1 The data recorded has been revealed in the tables I, II, III, IV, V, VI, VII, VIII, IX, X and XI.

TABLE-I : Academic Achievement of Pupils and their Scores of Peer Acceptance

Initiate of the Subjects	Achieve- ment in Humanities	Achieve- ment in Social Science	Achieve- ment in Science	Achieve ment in Total Subjects	Peer Acceptance
1	2	3	4	5	6
A. Mohammad	83	47	23	193	18
Arif Masood	55	48	34	198	25
Akram Ali	84	26	35	248	19
Mohd. Talha	86	51	41	443	7
Mohd. Arif	50	37	23	140	12
Imran Ali Qazi	57	33	18	136	18
Raz Akhtar	81	65	38	261	6
Aftab Alam	77	60	45	270	9
Abid Ali Zaidi	81	63	31	235	8
Kashif Ahmad Khan	95	47	23	193	8
Salman	99	64	60	285	7
Shabihul Hasan	69	51	42	260	2
Ehmar Khan	52	41	26	110	5
Ashish Tiwari	148	81	92	530	70
Sanjeev K.Gautam	111	75	86	466	64
Yogesh Mittal	130	83	74	477	20
Vikrant Varshney	148	77	80	488	31

(Contd.)



1	2	3	4	5	6
Abdul Majid	110	70	65	358	11
Naveen	106	73	68	399	4
Vishal	131	77	84	471	12
Pankaj	143	80	85	507	25
Roshan	110	72	64	419	2
Yunus	74	32	25	166	1
Asadul	81	49	36	223	9
Shah	92	67	45	294	8
Punit	72	51	33	184	17
Rohit	44	45	33	200	5
Zafar	72	51	33	224	5
Dilip	82	65	59	348	12
Praveen	122	78	89	455	22
Gopal	112	73	82	407	14
Mashkoor	94	54	33	258	4
Tariq	85	63	52	297	5
Vivek	108	75	62	367	13
Vikas	105	64	48	323	10
Bhartendu	122	77	80	436	10
Sandeep	113	84	72	414	25
Agha	113	73	82	407	24
Tajendra	95	50	38	269	8
Shahbaz	87	65	41	277	5
Haseeb	81	65	38	261	2
Moyeen	95	50	38	269	6
Asad	81	64	46	262	5
Majoj	99	70	48	298	14
Zia	48	30	37	161	4
Dinesh	67	47	23	193	3
Nadeem	95	50	38	269	5
Piush	82	64	49	282	3

(Contd.)

1	2	3	4	5	6
Hina	81	60	80	354	74
Sheeba	84	52	63	292	40
Naheed	45	29	75	241	30
Sabiha	104	50	111	393	25
Shehla	82	52	63	292	24
Afroz	83	35	72	259	22
Saba	75	32	87	299	22
Shagufta	72	46	62	250	23
Nasreen	83	65	79	340	21
Salma	126	44	98	390	20
Huda	71	30	79	254	19
Iram	126	44	98	390	19
Nazish	58	54	70	304	19
Asma	78	47	48	251	19
Shabana	70	59	53	285	19
Shahnaz	101	15	51	216	18
Swaleha	93	61	79	326	18
Afshan	85	52	56	255	16
Musarrat	86	48	96	350	14
Sumbul	84	57	82	330	12
Aisha	136	97	74	415	11
Faiza	88	50	58	296	11
Huma	71	31	42	251	11
Uzma	66	28	51	217	11
Farhana	118	41	115	414	11
Atia	109	40	61	291	10
Fozia	71	29	42	201	10
Arshi	65	37	51	297	10
Ghazala	74	41	45	242	10
Rehana	40	48	19	178	10
Mudassira	86	50	69	328	9

(Contd.)

1	2	3	4	5	6
Shaista	98	50	94	356	9
Sameena	63	37	45	188	8
Mumtaz	74	61	105	352	8
Talat	50	17	42	149	7
Tarannum	101	55	98	378	7
Naushaba	50	42	17	149	7
Baby	55	30	44	167	7
Nazma	60	37	33	203	7
Majida	77	45	58	296	6
Fatima	87	63	67	356	5
Unsa	52	46	74	263	5
Nuzhat	109	65	95	382	5
Sadia	74	40	62	232	5
Shabnam	120	46	103	361	3
Haleema	82	45	81	290	3
Saeeda	60	26	52	177	3
Bushra	40	48	18	178	2

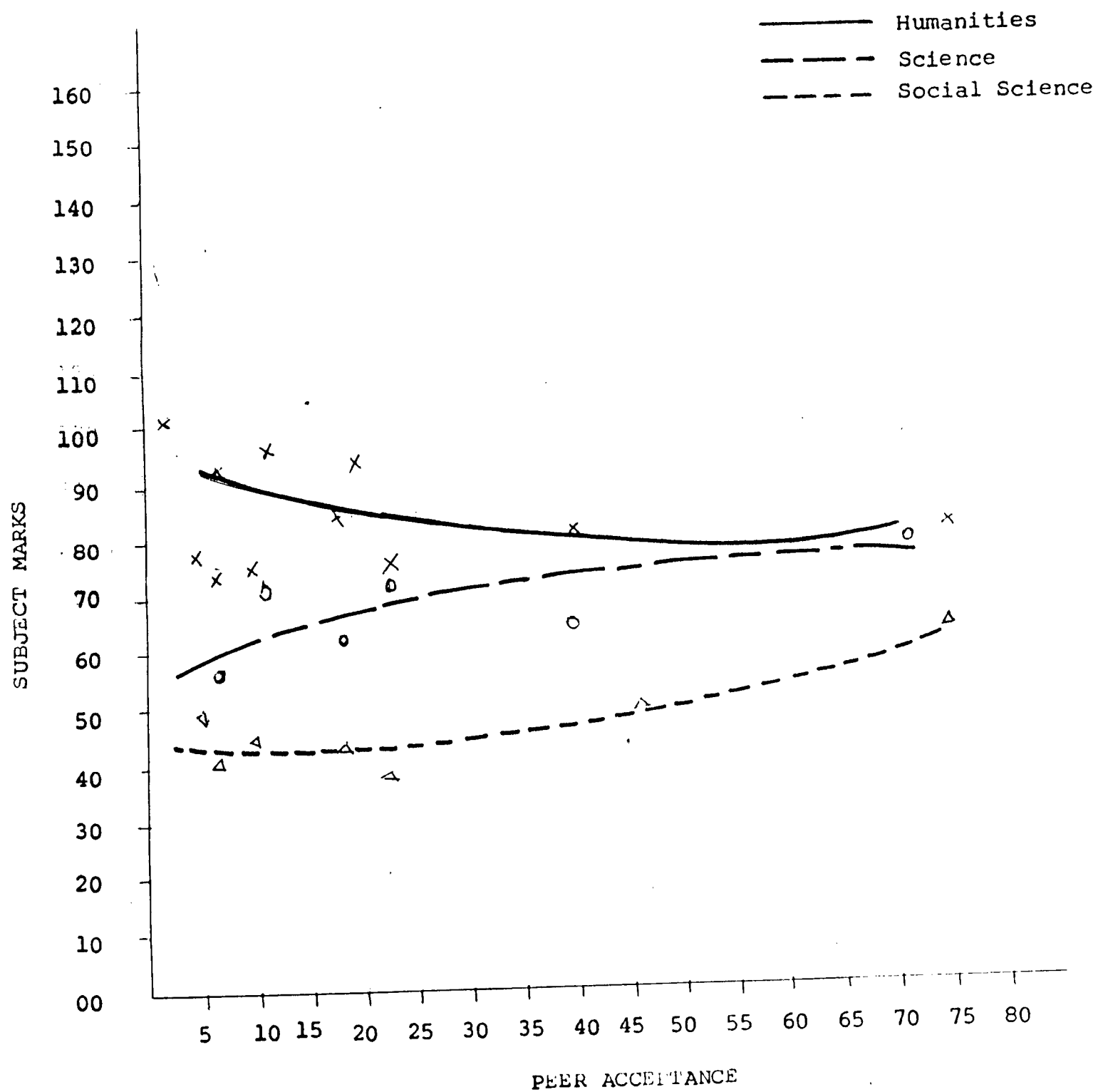
#### 4.2. Division of Achievement Scores

The S.D. of the achievement scores in the various subjects and in total subjects was calculated by the following formula:

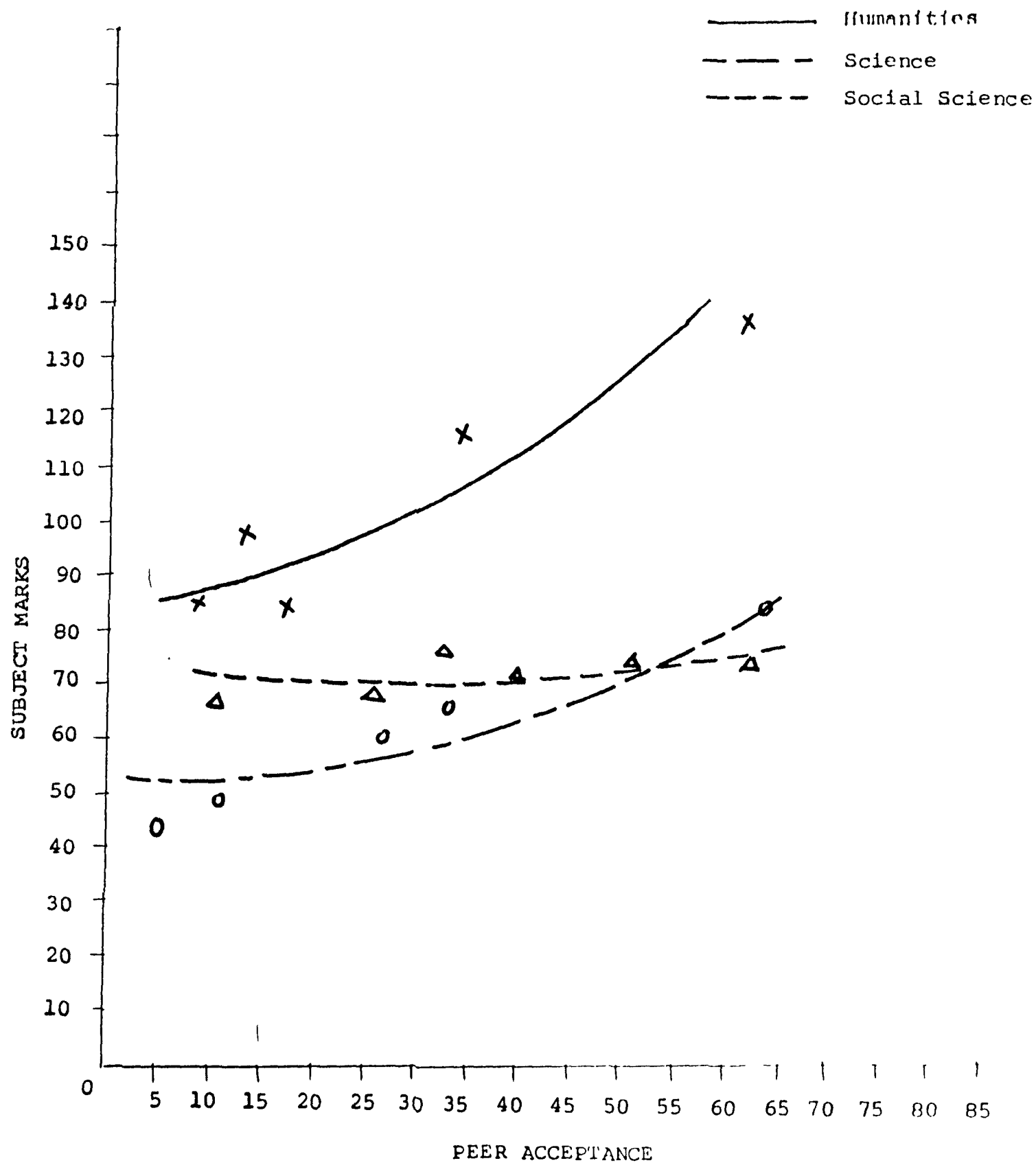
$$\sigma = \sqrt{\frac{d_1^2 + d_2^2 + \dots + d_n^2}{n}} = \sqrt{\frac{\sum d^2}{n}}$$

The division of the high achievers and the low achievers was done on the basis of

$$\text{Mean} \pm 1.S.D.$$



**GRAPH I:** Peer acceptance and academic achievement of girls with respect to Humanities, Science and Social Science.



**GRAPH II:** Peer acceptance and academic achievement with respect to humanities, science and social science.

TABLE-II : S.D. of the Various Achievers' Scores

STANDARD DEVIATION	HUMANITIES			SOCIAL SCIENCES			SCIENCE			TOTAL SUBJECTS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
	25.54	20.65	23.88	14.88	13.54	16.07	22.03	20.29	23.34	65.53	66.92	92.14

TABLE III : Division of Scores into High Achievers and Low Achievers in Humanities along with the scores of peer Acceptance.

HIGH ACHIEVERS						LOW ACHIEVERS					
BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.	BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.
Ashish	70	Aisha	11	Ashish	70	Zafar	5	Rehana	10	Rehana	10
Vikrant	31	Huda	20	Vikrant	31	Mohd. Arif	12	Naheed	30	Naheed	30
Pankaj	25	Farhana	11	Pankaj	25	E. Khan	5	Tarannum	7	Tarannum	7
Vishal	12	Atia	10	Aisha	11	A. Masood	25	Unsa	5	M. Arif	18
Yogesh	20	Nuzhat	5	Vishal	12	Imran	18	Baby	7	Zafar	5
Pradeep	32	Sabiha	25	Yogesh	20	Zia	4	Nazira	19	Baby	7
B. Tendu	10			Pradeep	32			Nazma	7	Arif	25
Narendra	12			Huda	20			Bushra	2	Ehmar	5
Praveen	22			Praveen	22					Nazish	19
				Bhart	10					Urusa	5
				Naveen	12					Bushra	2
				Haleem	3					Zia	4
				Farhana	11					Imran	18
				Sandeep	25					Najma	7
				Gopal	14						
				Agha	24						
				Sanjeev	64						

**TABLE IV :** Division of Scores into High Achievers and Low achievers in Social Science along with the scores of peer acceptance.

HIGH ACHIEVERS					LOW ACHIEVERS						
BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.	BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.
Yogesh	20	Haleema	3	Hina	74	Yunus	1	Shahnaz	18	Akram	19
Ashish	70	Nuzhat	5	Aisha	11	I.Ali	18	Tarannum	7	Imran	18
Pankaj	25	Sadia	3	Ashish	70	M.Arif	12	Rehana	10	Yunus	1
Praveen	22	Unsa	5	Sanjev	64	Ehmar	5	Bushra	2	Zia	4
Vikrant	31	Aisha	11	Pradeep	32	Zafar	5	Uzma	11	Bushra	2
Vishal	12	Fatima	5	Yogesh	20			Fozia	10	Tarannum	7
B.Tendur	10	Nasreen	21	Vikrant	31			Naheed	30	Rehana	10
Pradeep	32	Talat	7	Majid	11			Baby	7	Fozia	10
		Sadia	5	Naveen	4			Iram	19	Huma	11
		Swaleha	18	Narendra	12			Shahnaz	11	Shahnaz	18
		Mumtaz	8	Vishal	12			Iram		Iram	19
		Hina	74	Pankaj	25			Saba		Saba	22
		Shabana	19	Roshan	2			Afroz		Afroz	22
		Shabnam	5	Parveen	22			Naheed		Naheed	30
				Gopal	14						
				B.Tendur	10						
				Sandeep	25						
				Agha	24						
				Manju	14						



**TABLE V :** Division of Scores into High Achievers and Low Achievers in Science along with the scores of peer acceptance

HIGH ACHIEVERS				LOW ACHIEVERS							
BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.	BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.
Ashish	70	Farhana	11	Sabiha	25	Aleem	18	Nazma	7	Aleem	18
Sanjev	64	Sabiha	25	Saba	22	Kashif	8	Huma	11	Arif	25
Pradeep	32	Mumtaz	8	Salma	21	Dihesh	3	Fozia	10	Akram	19
Pankaj	25	Haleema	3	Huda	20	Arif	12	Tarannum	7	Arif	12
Vishal	12	Naushaba	7	Musarrat	14	Yunus	1	Baby	7	Imran	18
Sandeep	25	Huda	20	Aisha	11	Ehmar	26	Samina	8	Abid	8
Gopal	14	Aisha	11	Farhana	11			Ghazala	10	Kashif	5
Agha	24	Musarrat	14	Shaista	9			Rehana	10	Ehmar	1
Vikrant	31	Nuzhat	5	Mumtaz	8			Asma	19	Yunus	9
Navendra	12	Shaista	9	Naushaba	7					Abdul	3
Praveen	22			Nuzhat	5					Punit	17
B.Tendū	10			Haleem	3					Rohit	5
Yogesh	20			Ashish	70					Zafar	4
				Sanjev	64					Mashkoor	3
				Pradeep	32					Dinesh	4
				Vishal	12					Nazma	5
				Pankaj	25						
				Sandeep	25						

**TABLE VI : Division of Scores into High Achievers and Low achievers in Total Subject along with the Scores of Peer Acceptance.**

HIGH ACHIEVERS					LOW ACHIEVERS						
BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.	BOYS	P.A.	GIRLS	P.A.	TOTAL	P.A.
Ashsish	70	Aisha	11	Sabiha	25	Imran	18	Tarannum	7	Aleem	18
Pankaj	25	Farhana	11	Aisha	11	Arif	12	Baby	7	Arif	25
Vikrant	31	Sabiha	25	Farhana	11	Zia	4	Bushra	2	Arif	12
Pradeep	32	Huda	20	Ashish	70	Yunus	1	Rehana	10	Imran	18
Yogesh	20	Nuzhat	5	Sanjeev	64	Ehmar	5	Samina	8	Kashif	8
Vishal	12	Naushaba	7	Pradeep	32	Zafar	5	Fozia	10	Ehmar	5
Sanjeev	64	Haleem	3	Yogesh	20	Aleem	18	Nazma	7	Rohit	17
Praveen	22	Fatima	5	Vikrant	31	Diresh	3	Shabana	18	Zafar	5
B.Tendur	16	Talat	7	Naveen	4	Kashif	8	Unsa	11	Yunus	1
Navendra	12	Shaista	9	Navendra	12	Arif	25			Zia	4
Roshan	2			Vishal	72					Dinesh	3
				Pankaj	25					Fozia	10
				Roshan	2					Rehana	10
				Praveen	22					Samina	8
				Gopal	14					Tarannum	7
				B.Tendur	10					Baby	7
				Sandeep	25					Nazma	7
				Agha	24					Bushra	2

### 4.3 Statistics Used

(i) In order to find out the relationship between peer acceptance and achievement, correlation has been calculated through the formula given below:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

- Garrett

(ii) In order to find out the significance of difference of means between peer acceptance and achievement of high achievers and low achievers 't' has been calculated through the following formula:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

- John W. Best (p.276)

#### 4.4 Data Analysis

TABLE-VII: Correlation between peer acceptance and academic achievement with respect to girls.

Variables (Girls)	Correlation	N
Peer acceptance and Humanities	0.01	
Peer acceptance and Social Science	0.05	
Peer acceptance and Science	0.15	
Peer acceptance and Total Subjects	0.23	

TABLE-VIII : Correlation between peer acceptance and academic achievement with respect to boys

Variables (Boys)	Correlation	N
Peer acceptance and Humanities	0.46*	
Peer acceptance and Social Science	0.38*	
Peer acceptance and Science	0.61*	
Peer acceptance and total subjects	0.49*	

\* Correlation is significant at 0.01 level.

TABLE IX : Correlation between peer acceptance and academic achievement with respect to Humanities, Social Science and Science in General

Variables	Correlation
Peer acceptance and Social Science	0.26*
Peer acceptance and Science	0.38*

TABLE X : Correlation between peer acceptance and total subjects in general

Variable	Correlation
Peer acceptance and total subjects	0.41*

Note: Correlation is found to be significant at 1 % level.

\* Correlation is significant.

TABLE XI : Difference between peer acceptance of High Achievers and Low Achievers with respect to subjects

Subjects		No.	Mean	Standard Deviation	t
HUMANITIES	HAC	17	23.88	17.54	2.56*
	LAC	14	11.57	8.46	
SCIENCE	HAC	18	21.33	18.01	1.44
	LAC	16	13.44	13.86	
SOCIAL SCIENCE	HAC	19	25.11	20.82	2.15*
	LAC	14	13.79	8.32	
TOTAL SUBJECTS	HAC	18	23.00	17.70	3.10*
	LAC	18	9.28	6.29	

NOTE: 't' is found to be significant at 1% level.

HAC = High Achievers

LAC = Low Achievers

\* 't' value is significant at 1 % level.

## Chapter V

### FINDINGS AND DISCUSSION

5.1	Correlation between peer acceptance and academic achievement with respect to:	
	i) Girls	60
	ii) Boys	60
	iii) Total Sample	66
5.2	Correlation between achievement scores of different subjects:	67
	Humanities - Science	
	Humanities - Social Science	
	Science - Social Science	
5.3	Significance of difference between peer acceptance of high achievers and low achievers with respect to subjects:	68
	Humanities	
	Science	
	Social Science	
	Total Subjects	
5.4	Summary and Conclusion	69

## Chapter V

### FINDINGS AND DISCUSSION

In order to avoid the complexity, the findings have been channelised as follows:

#### 5.1 (1) Correlation between peer acceptance and academic achievement with respect to girls

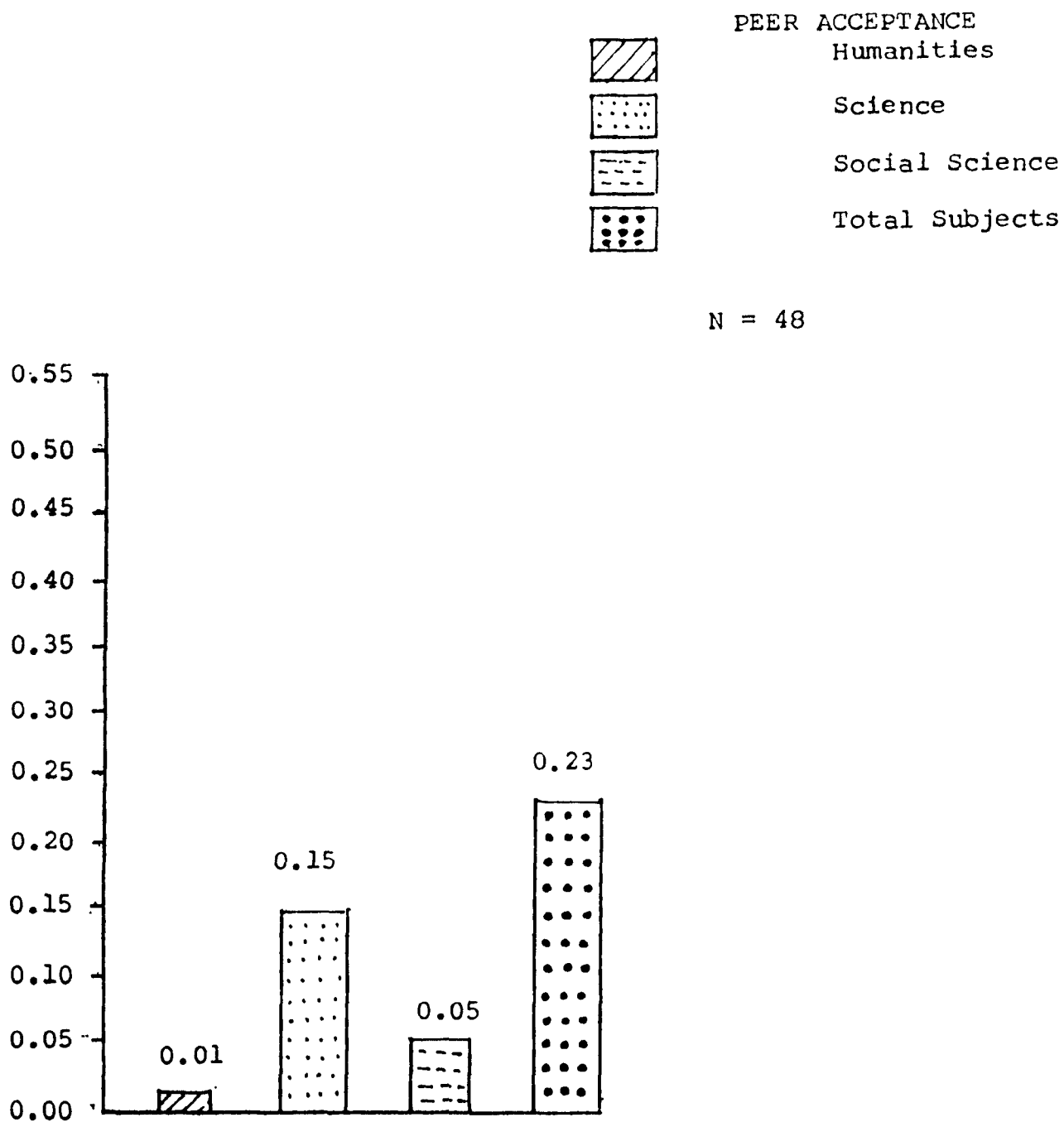
As is evident in graph I, the correlation between peer acceptance and humanities with respect to girls is 0.01. The correlation between peer acceptance and Science is 0.15, between peer acceptance and Social Science is 0.05 and between peer acceptance and total subjects is 0.23. All these correlations are insignificant at .01 level.

This shows that there is no effect of peer acceptance on achievement that is students who may or may not be accepted by their peers, achieve scores in all subjects because of any other reason other than peer acceptance.

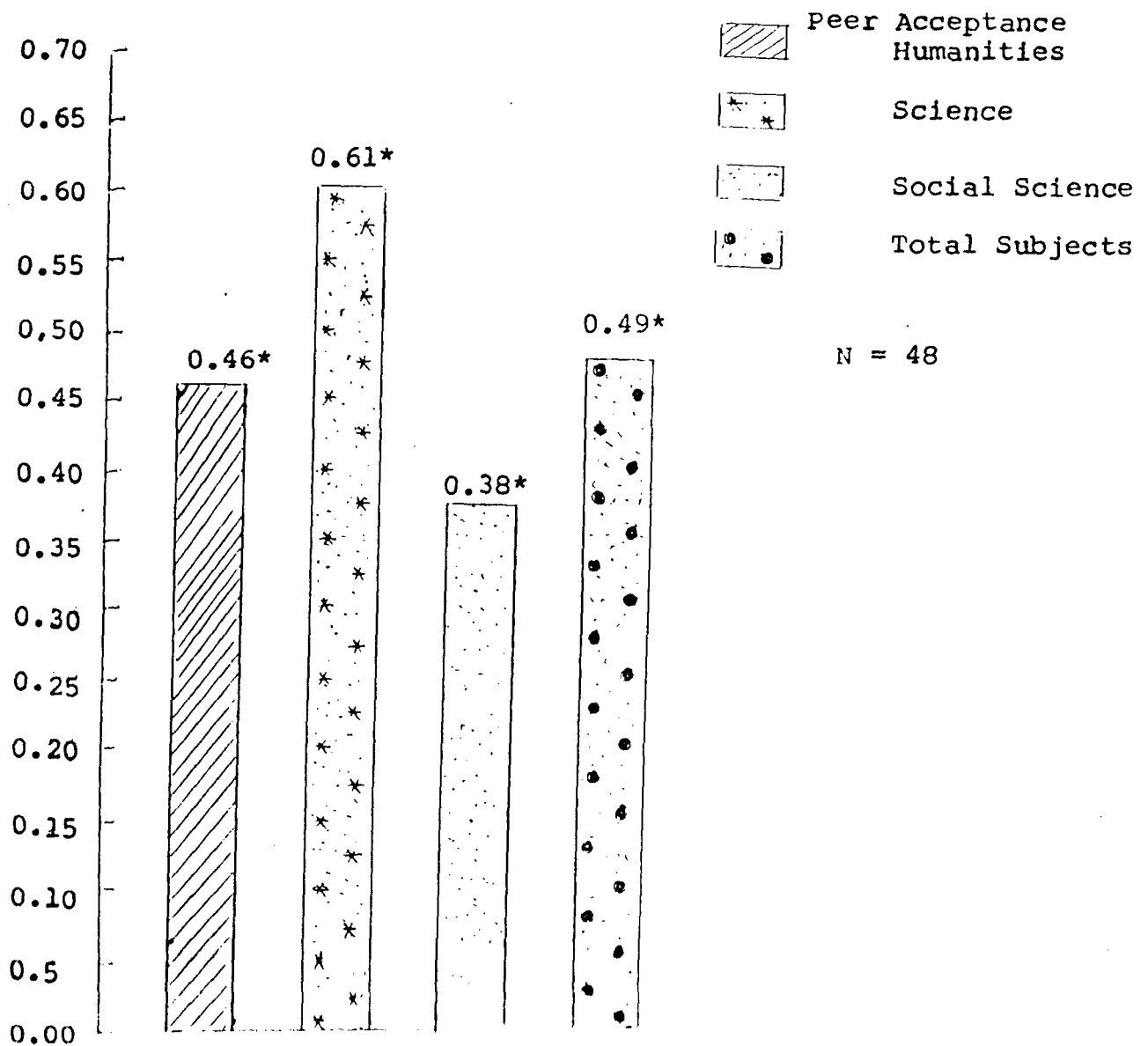
#### (2) Correlation between peer acceptance and academic achievement with respect to boys

As is observed from graph II, the correlation between peer acceptance and humanities with respect to boys is 0.46,



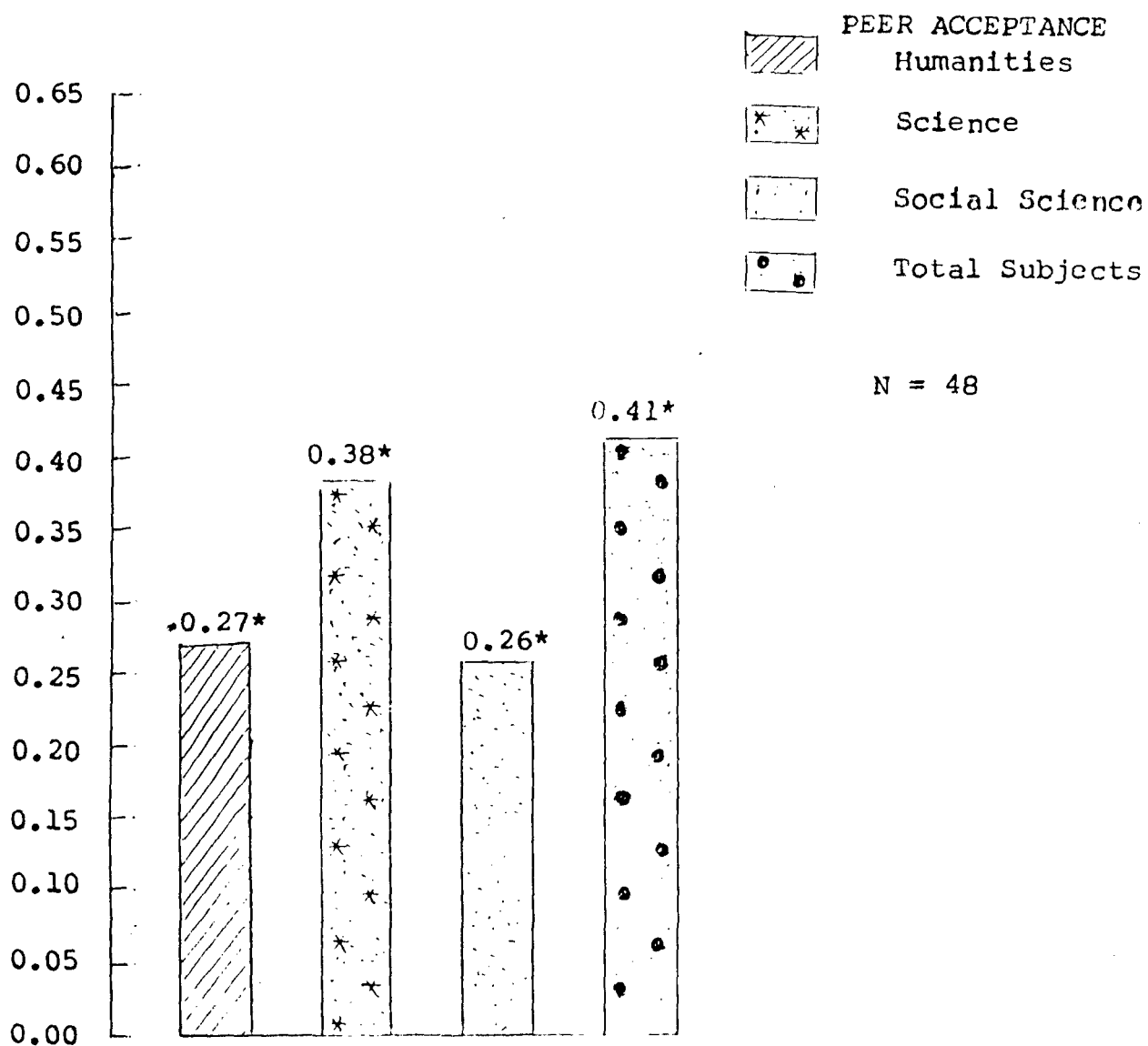


GRAPH I: Histogram showing the correlation between peer acceptance and subjects with respect to girls.



**GRAPH II:** Histogram showing the correlation between peer acceptance and subjects with respect to boys.

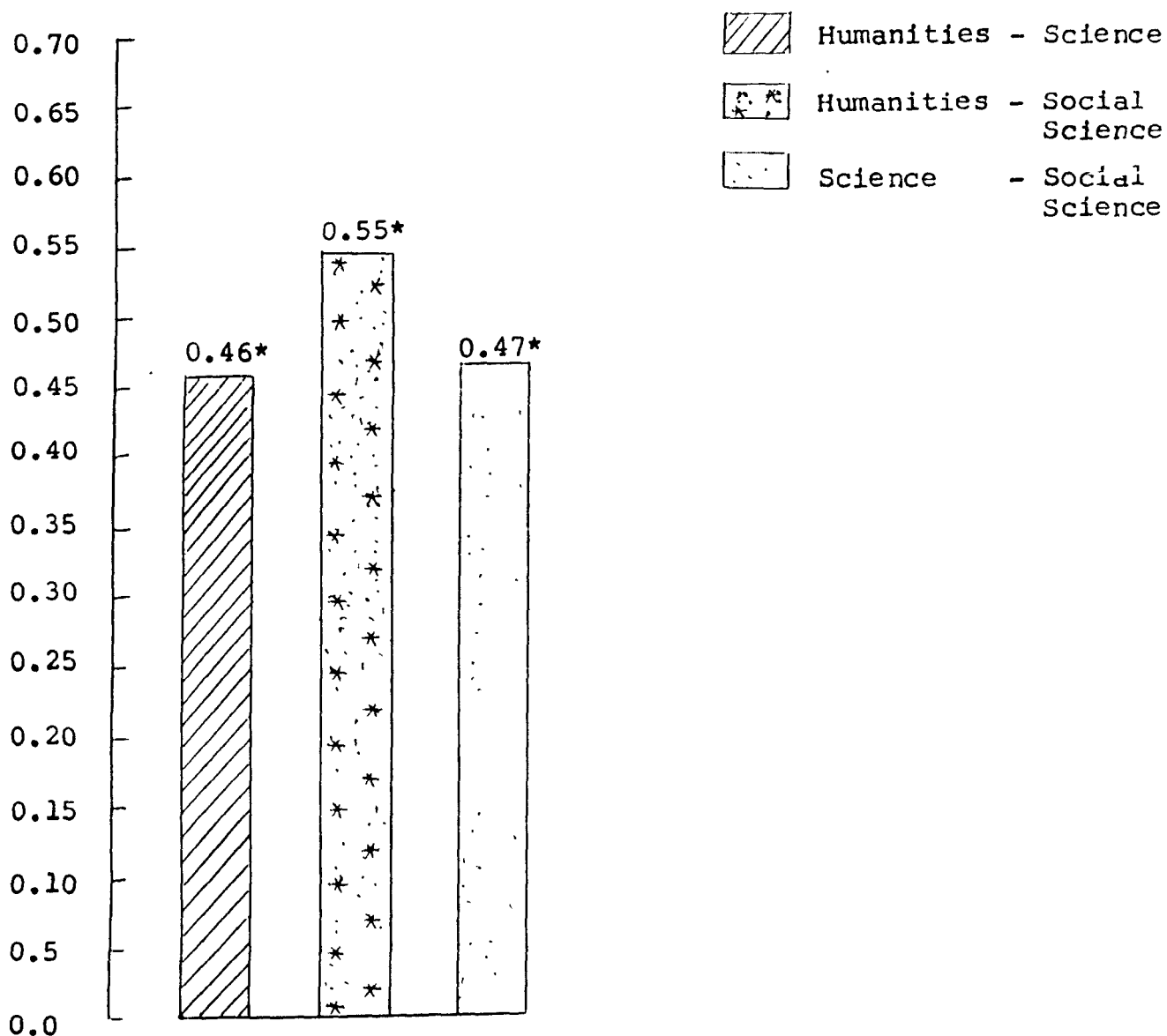
**NOTE:** Correlation was found significant at 0.01 level.  
\* Correlation is significant at 0.01 level.



GRAPH III: Histogram showing the correlation between peer acceptance and subjects with respect to general.

NOTE: Correlation was found significant at 0.01 level.

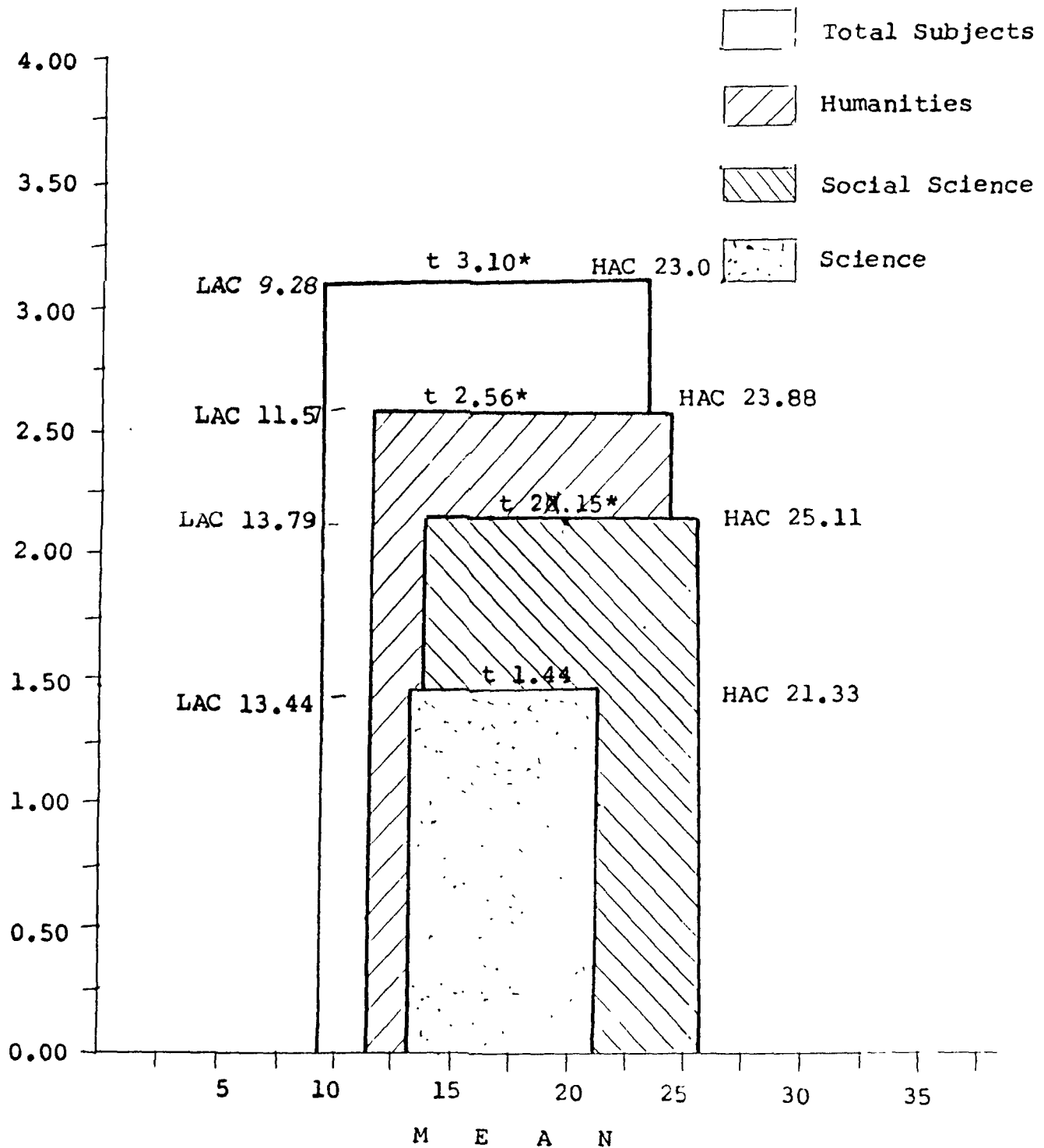
\* Correlation is significant at 0.01 level.



GRAPH IV: Histogram showing correlation between achievement scores of different subjects with respect to total achievement.

NOTE: Correlation was found significant at 0.01 level.

\* Correlation is significant at 0.01 level.



**GRAPH V:** Difference of means of high achievers and low achievers and the value of 't'.

**NOTE:** 't' was found significant at 0.01 level.

\* Significance of 't' value at 0.01 level.

HAC: High Achievers

LAC: Low Achievers

between peer acceptance and Science is 0.61, between peer acceptance and Social Science is 0.38 and between peer acceptance and total subjects is 0.49.

These all correlations are significant at 0.01 level. This shows that there is effect of peer acceptance upon their academic achievement. The students who are accepted by their peer are good enough in their academic performance and perhaps this is also the reason of their high acceptance. These accepted students have desirable and positive personality traits. They actively and cooperatively participate in all social activities. They are free from tensions, worries and anxieties. There is no psychological discomfort within them. They have positive attitudes towards their future. Most of them display a satisfactory general adjustment. They have better home adjustment, emotional adjustment and health adjustment.

(3) Correlation between peer acceptance and academic achievement with respect to general

As is evident with graph III, the correlation between peer acceptance and humanities with respect to general is 0.21, between peer acceptance and Science is 0.38, and between peer acceptance and Social Science is 0.26 and between peer acceptance and total subjects is 0.41. All these correlations are significant at 0.01 level. This shows that there is effect of peer acceptance upon their academic achievement.

The students who have high acceptance among their peer, also possess superior intelligence. In their thinking they seem to place greater reliance on themselves rather than imitate or depend on others. Greater self reliance is expressed in solving their problems, devising plans and solutions. They manifest a marked degree of interest in the theoretical and abstract. Many of them have keen interest like literature and other reading hobbies.

Beyond the hypothesis a few interesting findings have also been brought by the researcher as product. The correlation between different subjects have also found out.

#### 5.2 Correlation between the achievement scores of different subjects with respect to total achievement

As is observed in graph IV, the correlation between Humanities and Science is 0.46, between Humanities and Social Science is 0.55, between Science and Social Science is 0.47. These all correlations are significant at .01 level. This shows that a student who achieves high score in Humanities is likely to score high in Social Science as well we may also add that a student who fails to achieve high scores in Humanities will also not score in Social Science.

### 5.3 Significance of difference between peer acceptance of high achievers and low achievers

The means and standard deviation of the group of high achievers and low achievers were found out. The mean of high achievers in humanities is 23.88, in Science is 21.33, in Social Science 25.11 and in total subjects is 23. The mean of low achievers in Humanities is 11.57, in Science is 13.44, in Social Sciences 13.79 and in total subject is 9.28.

Standard deviation of high achievers in Humanities is 17.54, in Science is 18.01, in Social Sciences 20.82, in total subjects is 17.70. The S.D. of low achievers in Humanities is 8.46, in Science 13.86, in Social Sciences 8.32 and in total subjects 6.29.

The 't' value of Humanities is 2.56 which is significant at 0.01 level, of Science is 1.44, it is insignificant at 0.01 level and the 't' values of Social Science and total subject are respectively 2.15, and 3.10. These are significant at 0.01 level.

It is observed from the Graph V that means of the high achievers in all the subjects -- Humanities, Science, Social Science and total subjects -- are more than the means of low achievers it shows that the students who have high scores on peer acceptance are highly accepted among their, peers achieve good score in examination.



#### 5.4 SUMMARY AND CONCLUSION

It is concluded from the study that the high achievers are more accepted among their peers than the low achievers. It shows that the achievement scores or the levels of achievement also effect peer acceptance. Those who are low achievers are not liked very much. It has also been seen in the study that the very high achievers at the top of the list, and the very low achievers at the bottom of the list, are no so much accepted as the cases lying between these two extremes. High acceptance has been seen around the average academic achievement of the high achievers. By this investigation we can say that there is significant relationship between the peer acceptance and academic achievement but it is not linear correlationship which means very high achievement goes with very high peer acceptance. High academic achievement with high peer acceptance, low achievement with low acceptance and very low achievement with very low acceptance. But this can be said that the high achievers are more accepted than the low achievers. By this result we cannot conclude that this is the only deciding factor for peer acceptance. There may be of acceptance among the low achievers, e.g., good look, activeness and leadership, etc. They may be kind and friendly in nature. They may be good talkers, good in atheletic, usually cheerful or may be enjoying good reputation.

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DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY  
ALIGARH

A SOCIOMETRIC QUESTIONNAIRE

Prof.Ghazala Ansari

The purpose of this questionnaire is to collect some material for research on group formation among boys and girls. Your answers will remain strictly confidential and will be used only for the purpose of research.

You are requested to give your CHOICES OF COMPANIONS for the following work and RECREATIONAL SITUATIONS. Mention THREE NAMES for each situation IN ORDER OF PREFERENCE. The choices should be from your present class or section. If you like, you can choose the same person for more than one situation. Give your own choices. Do not discuss them with your friends.

THINK WELL BEFORE YOU DECIDE YOUR CHOICES

SITUATION-I

I would like to study and prepare my lessons and examinations with:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

SITUATION-II

I would like to organise the annual school function with:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

SITUATION-III

I would like to go for a picnic with:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

SITUATION-IV

If I live in a hostel, I would like to share a room with:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

SITUATION-V

I would like to go to the cinema with:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_